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ABSTRACT

This paper describes development of a bank of interventions in response to individual student needs identified by Student Study Teams (SSTs) in the Horry County (South Carolina) school district. It also describes the training of SST members in the selection, application, and monitoring of each intervention. Following a survey that identified basic reading skills as the most common student need, district staff identified specific interventions known to be valid and effective. For the area of phonemic awareness, interventions were grouped into the five levels identified by Jo Fitzpatrick. Interventions recommended for each level of phonemic awareness skills training are briefly described. Several interventions to develop reading comprehension skills are then explained. For mathematics, interventions focus on basic math facts and solving multi-step math problems. The final area for which interventions are identified is written expression. A graph lists each intervention by area of concern with information on direct teaching, practice, progress monitoring, and a reference source. (Contains references.) (DB)

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ACADEMIC INTERVENTIONS BANK TRAINING

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Academic Interventions Bank Training

The Horry County School District in Myrtle Beach, South Carolina serves approximately 28,000 students in forty-four schools. In Horry County, students who are identified as being "in need" by a school staff member must pass through the Student Study Team (SST) process. This process is a data driven system based on the Iowa Problem Solving Model. This system requires the school based SST to perform several steps to compete the process. First, the team must define the problem the student is having in observable and measurable terms. Then based on this definition, an assessment plan is developed and implemented to obtain a baseline of the student's difficulty. Once the baseline data is analyzed, an intervention plan is developed and implemented. All interventions must have two components. First, it must have a direct instruction component. Second, it must have a progress monitoring component. Following the intervention phase of the process the student's progress data is analyzed to determine if the interventions were effective. This process has been in place for the last two years and has produced amazing results. Preliminary data reveals that 51% of the students taken through the SST process in Horry County made significant progress and did not have to go on for an evaluation for special education services. Also, of the 49% that were sent on for an evaluation for special education, 72% of those students qualified for special education services. So, not only were we able to help more students in the regular education setting, but we are sending more quality referrals to the school psychologists for evaluation.

One of the difficulties that the district SST continued to experience was coming up with quality interventions. The Department of Special Education first approached this problem by spending thousands of dollars purchasing each school text resources from which they could pull interventions. School staff responded by communicating that they did not have time to search through these resources to find appropriate interventions. So, in the spring of 2000 Horry County School District's Department of Special Education distributed a survey to every SST in the district. An interest was expressed by district personnel that a district wide training was needed to teach the SST members interventions that could be implemented with students who were experiencing various academic difficulties. The survey served as a means of data collection. It was necessary to get an idea of the types of academic difficulties the SST committees were working with most frequently. Then the training could be tailored to meet the exact needs of the committees and students.

The responses to the intervention survey were prioritized according to frequency and then grouped into categories. After all the data was compiled, the most frequent reason a student was referred to the SST committee was revealed to be a lack of basic reading skills. After basic reading skills, the most frequent reason for referral was difficulties with sight word recognition. The rest of the reasons for referral were fairly even in frequency and could be categorized as: difficulties understanding basic math facts, difficulties solving multi-step math problems, difficulties with reading comprehension, and difficulties with written expression.

The district office staff performing the interventions training wanted the SST committee members to be able to walk away with an "interventions bank." Several interventions would be presented for each category of need identified. The SST committee members received training on how to implement each intervention and the needed materials (most materials were provided) for each intervention. The direct instruction component and progress monitoring component were also described for each intervention. The SST committee members would then have the knowledge to pass these interventions on to the referring teacher. An emphasis was placed on providing interventions that the district office staff knew, either through personal experience or supporting research, were valid and frequently effective.

The following is a description of each intervention that was covered during that training. They are provided in text format and in chart format for easy use. If is the hope of this writer that this information can not only be used to help students in Horry County but also any student who may be in need. The chart is provided so that any "prerefferal" team working under any system could refer to this information easy and

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provide copies for the teachers and parents with whom they are working. Perhaps even similar interventions bank training could be held in different school districts using this information. The response that we have received from those who took part in this training has been very positive. During the training we encouraged the participants to share with each other interventions that they had used in the past and found to be effective. The participants seemed to realize that not only could they benefit from the training being provided by the district office staff, but other school personnel had faced similar difficulties with students and also had important information to share. The consensus at the end of the day was that the training was beneficial and the participants also requested similar training in the future.

The first area addressed in the training was basic reading skills. We chose to follow the format used in Jo Fitzpatrick's book Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills (1997). In his book, Fitzpatrick separates phonemic awareness into five levels. Several interventions were provided during this training for each level. Most of them came from Fitzpatrick's book but a few did not. In level one, four interventions were covered. The first is the use of Response Cards to increase the student's understanding of letter identification and symbol sound representation. This intervention can also be expanded to include identifying sounds in words. The technique of this intervention involves the student using the cards to respond to teacher questioning in class, small groups, or individually. The procedure increases the number of responses that the student is required to give. The direct teaching component of the intervention would be for the teacher to provide instruction on how to use the cards and instruction on the targeted skill. Progress monitoring occurs by the teacher or student charting the student's performance following the class, small group, or individual questioning. This intervention was taken from the book One-Minute Academic Functional Assessment and Interventions by Joe Witt and Ray Beck (1999). The next two interventions in level one both came from Jo Fitzpatrick's book Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills (1997). The first is titled What's My Sound. It involves the student guessing a targeted phoneme based on pictures. The direct instruction component is for the teacher to instruct and model phonemes. Progress monitoring involves charting the number of correct phonemes identified. The second is titled Draw a Rhyme. In this intervention, the student uses fill in the blank clues based on phonemes to draw pictures. Again the direct instruction component is for the teacher to instruct and model phonemes. Using the completed pictures the teacher or student can chart the number on phonemes correctly identified. The final intervention that was covered in level one comes from the book Teaching Students With Learning Problems, Second Edition by Cecil D. Mercer and Ann R. Mercer (1985). The technique involves using matching initial sounds of pictured items to the letter. Instruction on initial sounds and matching is needed from the teacher and progress monitoring occurs by charting the correct number of initial sounds identified.

For the second level, the group received training for three interventions. The first two both came from Phonemic Awareness Playing With Sounds To Strengthen Beginning Reading Skills (1997) and covered oral synthesis and blending. The first is called Key to the Code and involves the students working in pairs or with the teacher to unlock the "secret code" to create words. The necessary direct instruction component is for the teacher to instruct on blending individual phonemes together to make words. Progress monitoring can be achieved by simply counting the number of reinforcers, usually keys, that the student earns. The second intervention is titled the Talking Ghost. In this intervention the students are in work in small groups to segment sounds within words to create words. The objective is to talk like ghosts. Instruction on blending individual phonemes together to make words is again needed from the teacher. By keeping a record of the number of words each student correctly blends progress monitoring can occur. The final intervention that was covered in the second level came from Teaching Students With Learning Problems, Second Edition by Cecil D. Mercer and Ann R. Mercer (1985). This strategy is called the Word Wheel and calls for students to work in pairs to correctly identify words with the same initial blends on a word wheel. Instruction on initial sound blending is a needed and progress monitoring can be achieved by charting the number of correct words identified.

In level three, three interventions were covered during the training. All three came from Phonemic Awareness Playing With Sounds To Strengthen Beginning Reading Skills (1997). The first is called Thumbs Up. This strategy addresses phoneme isolation and involves each student indicating by thumb position where in a word they hear the targeted sound. Instruction on locating phonemes in the beginning, middle, and end of words is a prerequisite. By recording the number of correctly identified locations progress monitoring can be achieved. The second strategy also addresses phoneme isolation and is called Rhyme with the Word Wall. The activity in this intervention calls for the students identify what word wall word the teacher has targeted when provided with the first letter and a rhyming clue. The direct instruction component involves the teacher instructing and modeling rhymes before and following the activity. The students themselves can chart their performance after checking their responses to meet the progress monitoring component requirement. The final intervention covered in level three also addresses phoneme isolation, but an added skill is sound matching. This intervention is called Sound Dominoes and requires the students to play sound dominoes in pairs by matching the beginning, middle, and ending sounds of words. Instruction on locating phonemes in the beginning, middle, and end of words is needed and progress monitoring is achieved by simple charting the correct matches.

Three interventions were discussed for level four during the interventions bank training. All three came from Phonemic Awareness Playing With Sounds To Strengthen Beginning Reading Skills (1997). The first is called Tap and Sweep and covers phoneme counting and phoneme blending. The object is to have the student tap out words broken into their phonemes and then sweep the word with their hand while blending the phonemes to say the word. The teacher should provide direct instruction on breaking words into phonemes and blending phonemes. To monitor the students progress the teacher should record the number of words correctly broken into phonemes and the number of words blended correctly. The second strategy covered is called Head, Waist, Toes and addresses phoneme segmentation and phoneme isolation. This intervention asks for the students to identify whether a phoneme is at the beginning, middle, or end of a word by touching the corresponding body part. Direct instruction on breaking words into phonemes and identifying what phonemes are in the front, middle, and end of the word needs to be provided. By recording the number of phonemes correctly identified progress monitoring can occur. The third strategy that was provided to the training participants is titled Word-Family Tree. This intervention addresses phoneme segmentation and involves the students identifying phonemes within words and writing them on leaves to build the word on a tree. The necessary direct instruction component should cover breaking words into phonemes and then blending the phonemes to create the words. The necessary progress monitoring component involves charting the number of phonemes correctly identified.

Two interventions were covered in the fifth and final level of Fitzpatrick's model. The first strategy covers phoneme deletion, phoneme substitution, and phoneme blending and is called Change Your Partner. It can be found in Phonemic Awareness Playing With Sounds To Strengthen Beginning Reading Skills (1997). In this strategy the student is asked to build additional words, using alphabet cards, by manipulating the phonemes within the original word. The direct instruction component requires that the teacher instruct on adding, substituting, and/or deleting phonemes in words to create different words. The student's progress can be monitored by charting the number of words correctly constructed. The second intervention also comes from Phonemic Awareness Playing With Sounds To Strengthen Beginning Reading Skills (1997). This intervention is called Drop Off, Add On and addresses phoneme deletion and phoneme substitution. It involves the students identifying what sounds to add or eliminate from a word to create other words. The teacher needs to provide prior instruction on manipulating phonemes within words to create other words. By charting the number of words correctly constructed the student's progress can be monitored.

The next skill area that was addressed in the interventions bank training was sight word vocabulary. Two interventions for this area were covered and the first is called Using Tape Recordings. This strategy comes from Witt and Beck's One-Minute Academic Functional Assessment and Interventions (1999). The activity

involves students reading high frequency words while listening to the words on a tape recording. Instruction from the teacher on identifying high frequency words is a prerequisite. By charting the number of sight words correctly identified the student's progress can be monitored. The second intervention is called Clap, Chant, Write and comes from Patricia M. Cunningham and Richard L. Allington's book Classrooms That Work – They Can All Read and Write (1994). This activity calls for the students to write five words that the teacher calls out. Then they clap and chant the spelling of the words while correcting any mistakes. Direct instruction on identifying high frequency and/or word wall words is needed from the teacher. To achieve the progress monitoring component requirement the student can keep record of the number of words he/she spells correctly.

To complete the area of reading, the next skill addressed during the interventions bank training was reading comprehension. Three interventions were provided for the training participants. The first strategy is called the Five W's and How Graphic Organizer and comes from Teaching Students With Learning Problems, Second Edition by Cecil D. Mercer and Ann R. Mercer (1985). In this intervention, the student uses the graphic organizer on short reading assignments, books for book reports, and content area chapters. The direct instruction requirement necessitates that the teacher provide instruction on how to complete the graphic organizer and models its completion with the student. In order to monitor the student's progress the teacher can administer grade level passages with comprehension question focussing on main idea, characters, plot, and setting. The teacher then monitors the student's completion of the graphic organizer. The second intervention involves the use of the RAP mnemonic. This strategy comes from the video Modeling the First Letter Mnemonic Strategy – Understanding the Heart of Strategy Instruction authored by Lenz, B., Radmacher, J., Schumaker, J., Deshler, D., Clark, F., and Duchardt, B. (1989). The mnemonic stands for Read, Ask the main idea, and Paraphase. The student can use the mnemonic when reading any type of text. The strategy works best when used with one to two paragraphs at a time. The teacher should provide direct instruction on the three steps involved in the mnemonic and model how to use it with a reading section. To monitor the student's progress the teacher can administer grade level passages with comprehension questions focusing on main idea, characters, plot, and setting. The teacher can then chart the number of questions answered correctly. The third and final strategy for this skill area is called the Story Star. This intervention was developed by Dr. Judy Van Voorhis who works in the Education Department at Muskingum College in Ohio. This intervention calls for the student to use the star graphic organizer on short reading assignments, books for book reports, and content area chapters. Direct instruction from the teacher should focus on how to complete the star graphic organizer and provide a model for the student. Student progress can be monitored by administering grade level passages with comprehension questions focusing on main idea, characters, plot, and setting. The teacher can then monitor the student's completion of the graphic organizer and chart the number of questions answered correctly.

The interventions bank training then turned to math. First the training addressed the skill area of basic math facts. The first intervention covered is called Math Dominoes and comes from Teaching Students With Learning Problems, Second Edition by Cecil D. Mercer and Ann R. Mercer (1985). In this activity, the students play math dominoes matching correct answers to problems. Instruction on basic math computations is a prerequisite and progress monitoring is accomplished by simply charting the number of dominoes correctly placed. The next strategy covered is called the Pringles Cans and can be found in the book Exceptions – A Handbook of Inclusion Activities for Teachers of Students at Grades 6-12 With Mild Disabilities by Deborah A. Murphy, Celia C. Meyers, Sylvia Olesen, Kathy McKean, and Susan H. Custer (1998). This intervention requires the student to use Pringles cans to help them perform basic math computations in multi-step problems. The can is covered with a number grid that when read correctly can provide answers to basic math computations. The teacher must first provide basic math computation instruction and instruction on how to use the Pringles can. Progress monitoring can be accomplished by recording the number of basic math computation problems the student can complete correctly following the use of the Pringles can. The last intervention covered for basic math facts is Peer Tutoring. This strategy can be found in Witt and Beck's One-Minute

Academic Functional Assessment and Interventions (1999). In this intervention the student works with a peer and/or parent on basic math computation flash cards. The teacher provides direct instruction on basic math computations and on how to use the flash cards. The student can chart the number of flash cards answered correctly to monitor his/her own progress.

Following basic math facts the next area that was addressed during the interventions training was solving multi-step math problems. The first strategy covered came from the book One-Minute Academic Functional Assessment and Interventions by Joe Witt and Ray Beck (1999). This strategy is titled the Cover, Copy, and Compare Math Procedure. It calls for a student to look at how a problem should be solved, cover it, complete the problem, then check his/her work using the correct example. Prior to this the teacher should provide direct instruction on the steps involved in solving the multi-step math problem. The student's progress can be monitored by recording the number of problems completed correctly on a separate assignment following the Cover, Copy, and Compare method. The second intervention that was discussed was the use of Math Mnemonics. This strategy can be found in the video Modeling the First Letter Mnemonic Strategy – Understanding the Heart of Strategy Instruction authored by Lenz, B., Radmacher, J., Schumaker, J., Deshler, D., Clark, F., and Duchardt, B. (1989). In this strategy the student uses the mnemonics PMDAS (Pardon, My, Dear, Aunt, Sally) which corresponds to the order for multi-step problems parentheses, multiply, divide, add, and subtract and DMSB (Daddy, Mother, Sister, Brother) which corresponds to divide, multiply, subtract, and bring down order for long division. The teacher provides direct instruction on the steps involved in multi-step math problems and instruction on the mnemonic that applies to each type of problem. By recording the number of problems the student completes correctly progress monitoring can occur.

The final skill area that was addressed during the interventions bank training was written expression. Three interventions were covered for this skill area and the first is using a Paragraph Organizer. We were unable to identify the source of this intervention; however, it has been used in our district for several years with beneficial effects. It requires the student to utilize the paragraph organizer when working on writing topics. Before using the paragraph organizer the teacher must provide direct instruction on and model how to complete the organizer. By evaluating the student's completed paragraphs utilizing writing rubrics progress monitoring can be provided. The second strategy covered is titled Complete Sentences Chart and can be found in the book Teaching Students With Learning Problems, Second Edition by Cecil D. Mercer and Ann R. Mercer (1985). In this intervention students can practice writing complete sentences with tutors or independently when given topics to write about. A prerequisite is for the teacher to provide direct instruction on the basic elements of a complete sentence and the usage of the complete sentence chart. The teacher can monitor the number of correct complete sentences and/or monitor the number of complete sentences within a piece of writing to chart the student's progress. The final intervention covered was the mnemonic COPS. This mnemonic stands for Capital letters, Overall appearance, Punctuation, and Spelling and comes from the video Modeling the First Letter Mnemonic Strategy – Understanding the Heart of Strategy Instruction authored by Lenz, B., Radmacher, J., Schumaker, J., Deshler, D., Clark, F., and Duchardt, B. (1989). In this strategy the student can practice on their own writing passages using the COPS mnemonic. They can also use the mnemonic to evaluate other passages. The teacher must provide direct instruction on appropriate writing skills and the use of the COPS mnemonic. Progress monitoring occurs by charting the number and types of errors the students makes in his/her writing.

As stated above, the purpose for this writing is to aid our fellow practitioners who are working with students in need of assistance. The interventions that we have provided in this writing have been proven to be effective, either through research or experience, to provide beneficial affects in the areas they address. It is our hope that this information can be used to help students in need. If teachers in Horry County were in need of this information, then teachers outside of Horry County must also need this or similar information. Finally, due to the time demands that all public school staff members face, these interventions are also provided in a chart format for easy reference.

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Area of Concern	Strategy	Direct Teaching	Practice	Progress Monitoring	Reference/Resource
Phonemic Awareness Level One					
Letter Identification and Symbol Sound Representation. Can be expanded to include identifying sounds in words.	Response Cards	Instruction on how to use the cards. Student will also learn from other students in group setting. Individual tutoring sessions.	Use in individual tutoring sessions or during class instruction and response.	Provide feedback during group activities. Can chart progress on group performance or performance during individual tutoring session	One Minute Academic Functional Assessment and Interventions (Witt, J., and Beck, R., 1999)
Phoneme Identification	What's My Sound	Instruct and Model Phonemes	Students guess secret phoneme based on pictures.	Chart number of corrects for individual student.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Initial Consonant Sounds	Picture Cards	Instruct on initial sounds and matching to pictures	Students can play individually or create their own cards	Chart correct cards identified either by picture or letter	Teaching Students With Learning Problems, Second Edition (Mercer & Mercer)
Sound Matching	Draw a Rhyme	Instruct and Model Phonemes	Students use fill in the blank clues based on phonemes to draw pictures.	Chart number of corrects for individual based on pictures.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Level Two					
Oral Synthesis/ Blending	Key to the Code	Instruction on Blending Individual Phonemes Together to Make Words	Students work in pairs or with teacher unlocking the "secret code" to create words.	Student is reinforced with keys, chart how many keys student earns	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Oral Synthesis/ Blending	Talking Ghost	Instruction on blending individual phonemes together to make words	Small group instruction segmenting sounds within words to create words	Keep record of number of words student blends correctly	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Initial Blending	Word Wheel	Instruction on initial sound blending	Students work in pairs to correctly identify words with same initial blends	Record correct blends identified and chart progress	Teaching Students With Learning Problems, Second Edition (Mercer & Mercer)
Level Three					
Phoneme Isolation	Thumbs Up	Instruction on locating phonemes in the beginning, middle, and end of words	Student indicates by thumb position where in the word they hear the targeted sound	Record the number of correctly identified locations	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)

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Area of Concern	Strategy	Direct Teaching	Practice	Progress Monitoring	Reference/Resource
Phoneme Isolation	Rhyme with the Word Wall	Instruct and Model Rhymes. Provide feedback and instruction following the activity.	Give them a first letter and a rhyming clue	Student can chart his/her own performance after checking responses.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Phoneme Isolation/Sound Matching	Sound Dominos	Instruction on locating phonemes in the beginning, middle, and end of words	Students play dominoes in pairs matching beginning, middle, or ending sounds	Chart correct matches.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Level Four					
Phoneme Counting/Phoneme Blending	Tap and Sweep	Instruction on breaking words into phonemes	Have student tap out words broken into their phonemes and then sweep the word with their hand while blending the phonemes.	Record the number of words correctly broken into phonemes and the number of words blended correctly.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Phoneme segmentation, phoneme isolation	Head, Waist, Toes	Instruction on breaking words into phonemes and identifying what phonemes are in the front, middle, and end of the word	Students identify whether a phoneme is at the beginning, middle, or end of a word by touching the corresponding body part	Record the number of phonemes correctly identified.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Phoneme Segmentation	Word-Family Tree	Instruction of breaking words into phonemes and then blending the phonemes to create the words	Students identify phonemes within words and write them on leaves to build the word on the tree	Record the number of phonemes correctly identified	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Level Five					
Phoneme deletion, phoneme substitution, phoneme blending	Change Your Partner	Instruction on adding, substituting, and/or deleting phonemes in words to create different words	Have students build additional words, using the alphabet cards, by manipulating the phonemes within an original word	Chart the number of words correctly constructed	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)
Phoneme deletion, phoneme substitution	Drop Off, Add On	Instruction on manipulation phonemes within words to create other words	Students identify what sounds to add or eliminate from a word to create other words	Chart the number of words correctly constructed.	Phonemic Awareness Playing With Sounds to Strengthen Beginning Reading Skills (Fitzpatrick, 1997)

Area of Concern	Strategy	Direct Teaching	Practice	Progress Monitoring	Reference/Resource
Sight Word Recognition	Using Tape Recordings	Instruction on identifying high frequency words	Reading high frequency word list while listening to the words on a tape recording	Student charts number of sight words correctly identified	One Minute Academic Functional Assessment and Interventions (Witt, J., and Beck, R., 1999)
Sight Word Recognition	Clap, Chant, Write	Instruction on identifying high frequency and/or word wall words	Students write five words that you call out and them clap and chant the spelling of the words while correcting any mistakes	Keep record of the number of words the student spells correctly.	Classrooms That Work – They Can All Read and Write (Cunningham, P. and Allington, R., 1994)
Basic Math Facts	Math Dominoes	Instruction on basic math computations	Students play game of math dominoes in pairs or small groups.	Record the number of dominoes correctly placed.	Teaching Students With Learning Problems, Second Edition (Mercer & Mercer)
Basic Math Facts	Pringles Cans	Instruction on basic math computation and how to use the Pringles can.	Students use Pringles can to help them perform basic math computations in multi-step problems.	Record the number basic math computation problems the student can complete correctly follow the use of the Pringles can.	Exceptions – A Handbook of Inclusion Activities for Teachers of Students at Grades 6-12 With Mild Disabilities (Murphy, D., Meyers, C., Olesen, S., McKean K., and Custer, S., 1998)
Basic Math Facts	Peer Tutoring	Instruction on basic math computations, instruct student how to use flash cards	Student works with peer and/or parent on basic math computation flash cards	Student charts number of flash cards answered correctly.	One Minute Academic Functional Assessment and Interventions (Witt, J., and Beck, R., 1999)
Solving Multi-Step Math Problems	Cover, Copy, and Compare Math Procedure	Instruction on the steps involved in solving a multi-step math problem	Student looks at how the problem should be solved, covers it, completes the problem, then checks his work using the correct example	Record the number of problems completed correctly on a separate assignment following the Cover, Copy, and Compare method	One Minute Academic Functional Assessment and Interventions (Witt, J., and Beck, R., 1999)
Solving Multi-Step Math Problems	Mnemonics	Instruction of steps involved in solving a multi-step math problem, instruction on the mnemonic that applies to that type of problem	Student uses mnemonic to complete various steps involved in problem *PMDAS* *DMSB*	Record the number of problems completed correctly	Modeling the First Letter Mnemonic Strategy (Lenz, B., Radmacher, J., Schumaker, J., Deshler, D., Clark, F., and Duchardt, B., 1989)

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Area of Concern	Strategy	Direct Teaching	Practice	Progress Monitoring	Reference/Resource
Reading Comprehension	Five W's and How Graphic Organizer	Instruction on how to complete the graphic organizer. Modeling with the student.	Student can use the graphic organizer on short reading assignments, books for book reports, content area chapters, etc.	Administer grade level passages with comprehension questions focusing on main idea, characters, plot, and setting, etc. Monitor completed graphic organizers.	Teaching Students With Learning Problems, Second Edition (Mercer & Mercer)
Reading Comprehension	*RAP* *R*ead *A*sk the main idea *P*araphase	Instruct the students on the three steps involved in the mnemonic and model how to use it with a reading selection.	Students can use the mnemonic when reading any type of text. The strategy is best with 1-2 paragraphs at a time.	Administer grade level passages with comprehension questions focusing on main idea, characters, plot, and setting, etc.	Modeling the First Letter Mnemonic Strategy (Lenz, B., Radmacher, J., Schumaker, J., Deshler, D., Clark, F., and Duchardt, B., 1989)
Reading Comprehension	Story Star	Instruction on how to complete the graphic organizer. Modeling with the student.	Student can use the graphic organizer on short reading assignments, books for book reports, content area chapters, etc.	Administer grade level passages with comprehension questions focusing on main idea, characters, plot, and setting, etc.	Dr. Judy Van Voorhis Education Department Muskingum College
Written Expression	The Paragraph Organizer	Teach and model with a small group of students or a set of tutors how to complete the organizer.	Students can utilize the paragraph organizer when working on writing topics.	Evaluate completed paragraphs utilizing writing rubrics.	N/A
Written Expression	Complete Sentences Chart	Teach students the basic elements of a complete sentence. Then instruct them on the usage of the chart.	Students can practice with tutors or independently when given topics to write about.	Monitor the number of correct complete sentences. Monitor the number of complete sentences within a piece of writing.	Teaching Students With Learning Problems, Second Edition (Mercer & Mercer)
Written Expression	*COPS* *C*apital Letters *O*verall Appearance *P*unctuation *S*pelling	Teach the students how to use the *COPS* strategy.	Students can practice on their own writing as well as sample writings or peer writings.	Monitor the number and kinds of errors the student corrects and misses.	Modeling the First Letter Mnemonic Strategy (Lenz, B., Radmacher, J., Schumaker, J., Deshler, D., Clark, F., and Duchardt, B., 1989)

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